DOCUMENT RESUME

ED 207 202 EA 013 990

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TITLE The Catholic School Principal: An Outline for Action.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE 81
NOTE 56p.
AVAILABLE FROM National Catholic Educational Association, Publications Office, Suite 350, One Dupont Circle, Washington, DC 20036 ($4.00).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Responsibility; Board of Education Role; *Catholic Schools; Elementary Secondary Education; Financial Support; Guidelines; Leadership Responsibility; *Principals; Religious Organizations

ABSTRACT

To assist administrators of Roman Catholic elementary and secondary schools, this manual examines 15 primary areas of responsibility or tasks for Catholic principals. Using a checklist format, the manual discusses a number of aspects of each task, including a definition of that task, a description of the principal's responsibilities, lists of the principal's administrative actions and of the school board's actions and policies, information to put in the faculty and parent/student handbooks, references for helpful resources, and questions on issues the principal should address. Included in the principal's areas of responsibilities are school, religious, staff, curriculum, student, and financial leadership as well as considerations about school philosophy, the board of education, parents, church authorities, religious orders, the law, government aid to private schools, public relations, and evaluation of students, faculty, and administrators. (Author/RW)

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The Catholic School Principal:

An Outline for Action

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THE CATHOLIC SCHOOL PRINCIPAL:

AN OUTLINE FOR ACTION

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PREFACE

In 1975 NCEA published a collection of essays under the title The Principal's Toolbox: A Manual for Catholic Administrators, edited by Fr. Emmet Harrington and Mary Glenzinski. It applied certain principles and aspects of general school administration to the Catholic school context. Much has changed and been learned since then on this topic. It is with this change in mind that NCEA recognized the need to publish a new text for this audience written in such a manner so that it could be used in many diverse learning contexts -- e.g., a new or experienced principal's in-service program, a personal study program of profession development undertaken by a principal, a college or university training program for those interested in becoming principals in Catholic schools, etc.

The Catholic School Principal: An Outline for Action is such a publication. It suggests those broad administrative contours with which all Catholic school principals need to concern themselves. The use of a checklist format along with issues that may be used for discussion with many different groups suggests its practical nature. It is not exhaustive, but certainly offers an overview of all those basic areas which must be considered. It is produced in cooperation with the NCEA Department of In-Service Programs.

The text is written by someone who has broad experience in the area -- Brother Theodore Drahmann, F.S.C., President of Christian Brothers College in Memphis, Tennessee. His Catholic school experience includes the positions of teacher, guidance counselor, and principal in Chicago and Minnesota, as well as director of student Christian Brothers and supervisor of schools for the Christian Brothers. For six years he served as superintendent of elementary and secondary schools for the Archdiocese of St. Paul and Minneapolis. He was the first coordinator for the graduate program in nonpublic school administration at the College of St. Thomas, St. Paul, Minnesota. As the person who served as NCEA liaison with him and coordinated this project, I want to express to him the appreciation of NCEA and all those who will use this manual for the work he has done.

I am also grateful to Kathleen T. Stief who typed the manuscript, assisted with publishing details and to the Communications Committee of NCEA who reviewed the material and made suggestions.

Bruno V. Manno, Ph.D.
Director, In-Service Programs and Data Bank
June, 198i

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1. INTRODUCTION

The Principal's Toolbox, edited by Fr. Emmet Harrington and Mary Glenzinski, and published by NCEA in 1975, has been a significant help in the renewal of leadership in Catholic schools and the revival of confidence among it administrators. The valuable articles in that publication touched on many of the principal areas of concern and interest for principals in the post-Vatican II Church, and helped to guide them through this difficult area of transition. A great debt of gratitude is due to the editors and to the authors who contributed the articles in the Toolbox.

But much has happened to Catholic schools since 1975. The present author's experience as a principal, as a supervisor for his religious community, as a diocesan superintendent of schools, and as a teacher of administration in a program designed for training private school administrators has led him to form a collection of "basics", that is, a listing of fundamental tasks which are the concern and responsibility of the leader of Catholic secondary and elementary schools. These were developed in conjunction with the principals of the archdiocesan schools in St. Paul and Minneapolis, as well as with his students in administration classes at the College of St. Thomas in St. Paul, Minnesota. Hopefully, they thus pass the test of reality and practicality, and possess the distinctiveness which characterizes the Catholic school system in the United States.

The Principal's Toolbox is a book of background reading, with generous helpings of "how-to-do-it" advice added to it. The present work, The Catholic School Principal: An Outline for Action, gives a specific overview of the tasks of the head of a Catholic elementary or secondary school in the form of checklists of items in the principal areas of responsibility.

A few words of explanation of the various sections of the following chapters may be useful to the readers.

Each section is introducted by a brief definition of the area and a description of the responsibility of the principal in that area. This is followed by a listing of the administrative actions to be taken by the principal, together with the season of the year in which that task is best done. In this section, as in the following, an asterisk (*) points out the priority items, actions that even the busiest teaching principal should not neglect. This is not to say that the remaining tasks are not important, but it merely recognized the fact that in the press of the school year, there is a limit to the time and energy of the principal, and choices must be made.

The second section (BOARD POLICIES AND ACTIONS) points out the specific decisions which belong to the board of education which helps to lead the school, and the recommended time for these actions. Since boards differ widely across the country, this section must be interpreted according to the degree of policy-making authority residing in the board.

The following divisions (FACULTY HANDBOOK and PARENT/STUDENT HANDBOOK) suggest topics which should be included in those publications for the information of the two groups indicated.

Section V (HELPFUL RESOURCES) attempts to list a few selected references which would be helpful for principals to gain further information in that area. Undoubtedly, there are many other publications available, but these have proved to be genuinely helpful aids to Catholic school principals; most of them are readily available through NCEA or other convenient sources. Write to NCEA for a complete list of NCEA publications as well as NCEA

Convention cassettes.

The final section (ISSUES) departs from the precise format of the foregoing sections, and points out the broad areas where Catholic school administration is indeed an art! These are broad questions of policy and action where there are no definite answers; educators will always be seeking to work out practical solutions to the problems they pose. However, principals should be aware of these issues and should try, in conjunction with their boards and/or staffs, to hammer out workable - if only tentative - solutions to guide them in the performance of their duties. Any one of these issues can well be the subject of workshops, faculty meetings, and board inservice sessions.

Readers will note that this publication is written in a checklist format. This is intended to help reduce the frustration level which often is the lot of a school principal. Manifold responsibilities tend to weigh upon the administrator, with the feeling that one's work is never done. Perhaps the opportunity to see a listing of specific tasks to be done, to decide which are to be done, and to have the satisfaction of checking them off when completed will serve to reduce this frustration. The checklist format is also intended to be an aid to beginning principals, so that they can have some assurance that they are covering the essential tasks included in their responsibilities. Experienced administrators may also find it useful as an "examination of conscience" to be sure that they are "covering all the bases", even though the author makes no claim to be complete and exhaustive in this publication.

Many individuals have contributed to this publication, and it would be impossible to name them all. The author is particularly indebted to his

colleagues in the National Catholic Educational Association, especially the Washington staff and his fellow administrators in the department of Chief Administrators of Catholic Education (CACE), to his conferreres on the National Education Council of the Christian Brothers, and to his student and faculty colleagues in the NEW DESIGN FOR SCHOOL LEADERSHIP program in non-public school administration at the College of St. Thomas in St. Paul with whom he served before accepting his position in Memphis. A special word of tribute is due to the warm and supportive group of principals of Catholic grade and high schools in the Archdiocese of St. Paul and Minneapolis, whom he had the privilege of serving for six years as superintendent.

Brother Theodore Drahmann, FSC
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2. THE PRINCIPAL AS LEADER

The principal is the key to a quality school. The quality of a principal's leadership is affected by the vision, knowledge, competence, and personal qualities of the person who holds that position. The principal's leadership is a blend of managerial skill and the dynamism which is able to move others to perform well and to grow. These qualities may be as diverse as are the human beings who possess them; however, the following items provide a listing of basic tasks and responsibilities which should be carried out by all principals.

I. Administrative Actions to Take	Season
*_____1. Has a clear, specific job description	
*_____2. Knows and communicates with superiors and other educational leaders in the area	
_____3. Is aware of one's leadership style	
_____4. Seeks regular evaluation from board and staff	Winter
_____5. Has an annual program of personal and professional improvement (retreats, courses, workshops, conventions, etc.)	
_____6. Is a member of a professional administrator's organization; attends its meetings	
_____7. Reads some professional literature regularly	
II. Board Policies and Decisions	
*_____1. Hires principal	Winter
*_____2. Clarifies relationship with principal	Winter
*_____3. Approves principal's job description	Winter
_____4. Evaluates principal annually	Winter

III. Faculty Handbook

*_____1. Contains administrators' job description

*_____2. States the educational and Church authorities to which the school is accountable (Board, Supt., Bishop, etc.)

*_____3. Clarifies decision-making procedures in the school

_____4. Contains appropriate excerpts from and references to major statements by educational and Church leaders

_____5. Refers to major sources of research regarding current educational practice

IV. Parent/Student Handbook

*_____1. Outlines authority structure in the school (Board, Supt., principal, etc.)

*_____2. Notes the educational and Church authorities to which the school is accountable

_____3. Contains excerpts from and references to appropriate major statements of educational and Church leaders

V. Helpful Resources

_____1. State Department of Education publications and personnel

_____2. District supervisors

_____3. Journals and publications from:
American Association of School Administrators
Association for Supervision and Curriculum Development
National and State Elementary Principals Associations
Phi Delta Kappa

_____4. Elelm, Stanley (ed). A Decade of Gallup Polls of Attitudes Toward Education, Bloomington, IN: Phi Delta Kappa, 1978. (See also annual surveys published each year in Phi Delta Kappan.)

_____5. Administrator Perceiver (Selection Research, Inc., 2546 South 48th, P.O. Box 6438, Lincoln, NE 68506)

_____6. Diocesan Principals' Handbooks

_____7. Doctoral Dissertations on Catholic Education 1968-1975. Washington, DC: National Catholic Educational Association, 1975

_____8. Glenzinski, Mary and Harrington, Emmet, The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975.

_____9. Greeley, Andrew, Catholic Schools in a Declining Church. Kansas City: Sheed and Ward, 1976

____10. Media and Catechetics Today. Washington, D.C.: National Catholic Educational Association, 1980

____11. Publications of the National Catholic Educational Association (Momentum, Alive, NCEA Notes, etc.)

____12. National Conference of Catholic Bishops. To Teach as Jesus Did. Washington, D.C.: United States Catholic Conference, 1973

____13. Sacred Congregations for Catholic Education. The Catholic School. Washington, D.C.: United States Catholic Conference, 1977

____14. Sharing the Light of Faith: National Catechetical Directory. Washington, D.C.: United States Catholic Conference, 1979

____15. Should We Be More Assertive About Our Christian Values? Washington, D.C.: National Catholic Educational Association, 1974

____16. Today's Catholic Teacher. (Monthly). Dayton, Ohio: Peter Li, Inc.

VI. Issues

_____1. Is the principal a manager or leader?

_____2. What should a principal read?

_____3. How much freedom of action should a principal have?

_____4. How should a principal be accountable? To whom?

_____5. To what extent are leaders "born", to what extent are they "made"?

_____6. What is the ideal relationship between principal and board?

_____7. What are the essential qualities of an effective principal?

3. THE PRINCIPAL AS RELIGIOUS LEADER

The principal of a religious school has unique leadership responsibilites with regard to the life and growth of the faculty and students of that school. The principal must be a person of faith and attachment to Christ, loyal to the Church, and possess a general understanding of the process of religious growth. There must be a grasp of the content and methods of religious instruction, together with a knowledge of current resources for teachers and students. The ability to inspire and unify the faculty with regard to the religious mission of the school must also be present.

I. Administrative Actions to Take		Season
_____1.	Prepares (or revises) a school philosophy with specific religious elements	Fall
*_____2.	Hires teachers who can contribute to the religious mission of the school	Spring
_____3.	Provides teacher inservice for faith growth	
*_____4.	Supervises religion curriculum and texts	
*_____5.	Schedules liturgy, retreats, and prayer experiences for staff and students	Fall
*_____6.	Hires religion teachers who are adequately prepared	Spring
_____7.	Schedules the parish clergy into the life of the school	Fall
_____8.	Publicizes and explains the religion program	Fall
_____9.	Schedules the special components of a religious growth program:	Fall
*_____	a. Sacramental preparation	
_____	b. Christian service program	
_____	c. Family life program	

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		Season
_____	d. Vocations program	
_____	e. Social justice	
____10.	Seclects appropriate evaluation tools	Spring
____11.	Has a process for aiding teachers to integrate religious principles into the curriculum	

II. Board Policies and Decisions

*_____1. Sets faculty religious qualifications

*_____2. Sets policy for non-Catholic teachers and students

*_____3. Approves family life program

III. Faculty Handbook

*_____1. Religious expectations of faculty

*_____2. Calendar of religious activities and inservice

_____3. Class prayer policy

_____4. Summary of religion program

IV. Parent/Student Handbook

_____1. Summary of religion program

_____2. Summary of special programs:

_____ a. Sacramental preparation

_____ b. Family life

_____ c. Christian service

_____ d. Liturgies and prayers

V. Helpful Resources

_____1. Barrett, Msgr. Francis X., and Olsen, Bro. John D. Guidelines for Selected Personnel Practices in Catholic Schools: Parts I and II. Washington, D.C.: National Catholic Educational Association, 1975

_____2. Catechists Never Stop Learning. Washington, D.C.: National Catholic Educational Association, 1972

_____3. Catholic Education: An Overall View. Washington, D.C.: National Catholic Educational Association, cassette

_____4. Contemporary Issues in Catholic High Schools. Washington, D.C.: National Catholic Educational Association, 1981

_____5. Catholic Schools in America. Washington, D.C.: National Catholic Educational Association and Englewood, CO: Fisher Publishing Co., published yearly

_____6. Faith Community. Washington, D.C.: National Catholic Educational Association, cassette

_____7. Gilmour, Peter. Praying Together. Winona, MN: St. Mary's College Press, 1978

_____8. Giving Form to the Vision: The Pastoral in Practice. Washington, D.C.: National Catholic Educational Association, 1974 (Available in four sections: Adult, Elementary, Secondary, Policy-Making)

_____9. Hear the Word, Share the Word, Guide Your People. Washington, D.C.: National Catholic Educational Association, 1978

____10. Hennessy, Sister Rose Marie, OP. The Principal as Prophet. Washington, D.C.: National Catholic Educational Association, 1978

____11. I Believe in God. Washington, D.C.: National Catholic Educational Association, 1975

____12. McBride, Rev. Alfred. Evangelization: The Mission and Ministry of Catholic Educators. Washington, D.C.: National Conference of Directors of Religious Education, 1978

____13. National Conference of Catholic Bishops. To Teach As Jesus Did. Washington, D.C.: United States Catholic Conference, 1973

____14. Qualities and Competencies of the Religion Teacher. Washington, D.C.: National Conference of Directors of Religious Education, 1973

____15. Publications of the National Catholic Educational Association (Momentum, Alive, NCEA Notes, etc.)

____16. Sacred Congregation for Catholic Education. The Catholic School. Washington, D.C.: United States Catholic Conference, 1977

____17. Sharing the Light of Faith: National Catechetical Directory. Washington, D.C.: United States Catholic Conference, 1979

____18. Smith, Thomas. Religious Education Requirements and Recommendations for Teaching Personnel in Catholic Elementary Schools. Washington, D.C.: National Catholic Educational Association, 1978

____19. Today's Catholic Teacher. (Monthly). Dayton, Ohio: Peter Li, Inc.

____20. Van Merrienboer, Edward, et al. Seeking a Just Society: An Educational Design. Washington, D.C.: National Catholic Educational Association, 1978

____21. What Makes A Catholic School Catholic? Washington, D.C.: National Catholic Educational Association, cassette

VI. Issues

_____1. How "holy" must a principal be?

_____2. Should a parish school principal belong to that parish?

_____3. Should non-Catholics be hired to teach in a Catholic school?

_____4. What is the relationship between a teacher's personal religious life and his/her role in a religious school?

_____5. How does one balance content and experience in the religious instruction program?

_____6. Should Mass attendance be required?

_____7. What is an effective program in Christian sexuality which is acceptable to parents?

_____8. How can Christian social principles be properly included in the life and the curriculum of the school?

_____9. How does one develop a consensus among faculty of varying religious philosophies (e.g., liberal, conservative)?

4. THE PRINCIPAL AS LEADER OF FACULTY AND STAFF

The principal is the leader of the adult community of faculty and staff which serves the student body of the school. This is in many respects the most significant aspect of the role of the principal, since it is the adults in the school who most directly affect the students and are responsible for the growth of these young folk for whom the school exists. As leader, the principal has responsibilities for employment procedures, faculty and staff communication and morale, as well as in-service. The principal also acts as the liaison between the faculty and staff with the board, pastor, parents, and the community outside the school.

I. Administative Actions to Take	Season
*_____1. Recruits, interviews, hires teachers	Spring
*_____2. Orients new faculty	Summer
*_____3. Supervises and evaluates teachers and staff	
*_____4. Recommends contract renewals and dismissals	Spring
*_____5. Publishes (revises) faculty handbook	Summer
*_____6. Schedules faculty meetings	Fall
*_____7. Provides faculty inservice	
II. Board Policies and Actions	
*_____1. Sets teacher qualifications	
*_____2. Publishes an appeal process for grievances	
*_____3. Adopts personnel policies	
*_____4. Sets salary schedule and fringe benefits	Winter
*_____5. Approves contracts, dismissals	Spring

III. Faculty Handbook

*____1. Personnel policies

*____2. Salary schedule and fringe benefits

*____3. Evaluation procedures

*____4. Grievance procedures

*____5. Contract dates

IV. Parent/Student Handbook

____1. List of teachers

*____2. Procedure for contacting teachers

V. Helpful Resources

____1. Augenstein, John J. A Collaborative Approach to Personnel Relations. Washington, D.C.: National Catholic Educational Association, 1980

____2. Barrett, Msgr. Francis X., Olsen, Bro. John D. Guidelines for Selected Personnel Practices in Catholic Schools, Part I. Washington, D.C.: National Catholic Educational Association, 1975

____3. Harrington, Rev. Emmet, and Glenzinski, Mary. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

____4. Quality Selection Process, a guide for recruitment, interviews, hiring and orientation of teachers for Catholic schools (Toledo Catholic Educational Services, 436 W. Delaware, Toledo, OH 43610)

____5. Sharing the Light of Faith: National Catechetical Directory. Washington, D.C.: United States Catholic Conference, 1979. Chapter 9

____6. Selection Research, Inc. (2546 South 48th, P.O. Box 6438, Lincoln, NE 68506) has developed a structured interview process of identifying applicants with desirable teacher qualities.

____7. Teacher As Minister Daily Plan Book. Washington, D.C. : National Catholic Educational Association, published yearly

_____8. Unionism in Catholic Schools. Washington, D.C.: National Catholic Educational Association, 1976

VI. Issues

_____1. How can good teachers be identified?

_____2. What is a fair process for dismissing a teacher?

_____3. What is the point where a poor teacher must be dismissed to assure the right of students to good education?

_____4. How can a grievance procedure be best carried out?

_____5. What should a principal do about teachers involved in objectionable life styles or practices: invalid marriages, gay, abortion, drugs, etc.?

_____6. What is the place of unions in Catholic schools?

5. THE PRINCIPAL AS CURRICULUM LEADER

The principal's role as educational leader is the key to the successful operation of the school. Along with his/her work in the areas of selection, supervision, and inservice of faculty, the management of the school curriculum is crucial to the task of educational leadership as such. Although the principal may delegate curriculum matters to other administrators, department chairpersons, and individual faculty members, it remains true that final responsibility for the instructional process remains with the head of the school.

I. Administrative Actions to Take	Season
*____1. Knows the scope and sequence of the present curriculum	
*____2. Reviews curriculum in relation to school philosophy and needs of present students	Spring
*____3. Reviews curriculum in terms of faculty expertise and present schedule	Spring
____4. Appoints curriculum coordinators and committees as needed and suitable to the school	Summer
*____5. Involves faculty in materials selected and purchased	Spring
____6. Coordinates curriculum with high schools to be attended by present students (or) by feeder grade schools	
____7. Reviews teacher lesson plans as needed	
*____8. Provides for continual curriculum evaluation and revision	
____9. Keeps abreast of general curriculum trends	
*____10. Provides for integration of Christian principles into the curriculum	

II. Board Policies and Decisions

_____1. Is informed by principal of school curriculum in general

_____2. May be asked to approve significant curriculum changes

*_____3. May be asked to approve curriculum in sensitive areas: religion program, Christian sexuality

III. Faculty Handbook

*_____1. Responsibilities for implementing present curriculum

_____2. Responsibilities for evaluation, revision, and development of curriculum

_____3. Philosophy and general outline of the school curriculum

_____4. Recommended resources and professional memberships

*_____5. Procedures for selection and purchase of curriculum materials

_____6. Inventories of equipment, AV materials, etc.

IV. Parent/Student Handbook

_____1. Philosophy, purposes, scope, and sequence of school curriculum

*_____2. Listing of textbooks in use

_____3. Procedure for parent involvement and input into curriculum

V. Helpful Resources

_____1. Vision and Values in the Catholic School (entitled Toward A Catholic Value-Oriented Curriculum during the pilot of the project). Information available through NCEA or Grolier Educational Services, 707 Westchester Avenue, White Plains, NY 10604

_____2. Diocesan curriculum guides

_____3. Periodicals:

_____ a. Momentum

_____ b. Today's Catholic Teacher

_____4. Local college curriculum specialists and diocesan supervisors

_____5. Textbook publisher representatives

_____6. State departments of education and local public school curriculum specialists

_____7. Journals and other publications of the following associations:
Association for Supervision and Curriculum Development
State and National Principals' Associations
American Association of School Administrators
Phi Delta Kappa

_____8. Coping with Doctrinal Development. Washington, D.C.: National Catholic Educational Association, cassettes

_____9. Curriculum Guide for Health Education: Nutrition. Washington, D.C.: National Catholic Educational Association, 1975

____10. Differentiated Patterns of Education in Catholic Elementary Schools. Washington, D.C.: National Catholic Educational Association, 1973

____11. Directory of Catholic Special Facilities and Programs in the US for Handicapped Children and Adults. Washington, D.C.: National Catholic Educational Association, 1979

____12. Focus on American Catechetics: A Commentary on the General Catechetical Directory. Washington, D.C.: National Catholic Educational Association, 1972

____13. How to Teach Christian Morality. Washington, D.C.: National Catholic Educational Association and Catholic Television Network TV Video Cassettes

____14. Individualized Instruction for What? Washington, D.C.: National Catholic Educational Association, cassette

____15. Recognizing and Helping the Learning Disabled Child in Your Classroom. Washington, D.C.: National Catholic Educational Association, 1978

____16. Sharing the Light of Faith - The National Catechetical Directory. Washington, D.C.: NCEA and Catholic Television Network Video Cassettes

VI. Issues

_____1. How can Catholic Christian principles be truly integrated into the entire curriculum?

_____2. To what degree should schools go "back to the basics"?

_____3. How broadly should we understand the term "curriculum"?

_____4. Should curriculum be tightly planned and structured in the form of specific activities, or should it be laid out as a framework from which many types of experiences are possible?

_____5. How much should a principal "control" the curriculum?

_____6. Is integration between the curriculum of grade schools and high schools possible?

_____7. What is a "quality curriculum"?

_____8. How can a principal be both the building administrator and the curriculum manager?

_____9. When cutting curriculum programs, how are priorities determined?

6. THE PRINCIPAL AS PUPIL MANAGER

The principal has overall responsibility for the life of the school and for the general welfare of the students who attend. These responsibilities include traditional matters such as attendance, discipline, health, safety, and playground supervision, as well as more contemporary problems resulting from family disorders, drug abuse, and growing legal restrictions.

I. Administrative Actions to Take		Season
*_____1.	Set absence and tardiness procedures	Fall
_____2.	Establish and review a discipline policy	Fall
_____3.	Establish and review a homework policy	Fall
*_____4.	Select grading and reporting procedures	Spring
_____5.	Establish and maintain dress guidelines	Spring
*_____6.	Provide for hallway, lunchroom, and playground supervision	Fall
_____7.	Provide a policy on drug abuse and smoking	Fall
_____8.	Provide counseling and guidance services	
*_____9.	Provide health services and procedures	
*____10.	Know referral agencies for problems which the school cannot solve	
*____11.	Maintain adequate records	
____12.	Establish procedures for suspension, expulsion, promotion and non-promotion	Fall

II. Board Policies and Actions

*_____1. Sets age of admission

*_____2. Adopts a policy of non-discrimination in admission

_____3. Sets policy on dress guidelines

_____4. Approves a grievance process for students

III. Faculty Handbook

*_____1. Discipline policy and procedures

*_____2. Homework policy

*_____3. Tardiness and absence procedures

*_____4. Playground and lunchroom duties

*_____5. Policy on drugs, alcohol, and smoking

_____6. Uniform regulations, enforcement

IV. Parent/Student Handbook

*_____1. Attendance procedures

*_____2. Discipline policy and procedures

*_____3. Homework expectations

*_____4. Special regulations: drugs, alcohol, smoking

*_____5. Uniform regulations

_____6. Promotion and non-promotion policies

V. Helpful Resources

_____1. Student As Diciple Complete Kit. Washington, D.C.: National Catholic Educational Association, 1980

_____2. Creating an Early Learning Center in an Unused Building. Washington, D.C.: National Catholic Educational Association, 1972

VI. Issues

_____1. What is a fair and effective policy on:

_____ a. homework?

_____ b. discipline?

_____ c. attendance?

_____2. How long should a Catholic school retain students who are serious discipline problems?

_____3. When can conduct outside school affect a student's status in a Catholic school?

_____4. How can students with drug and alcohol problems best be helped?

_____5. Should the teachers or the principal handle discipline problems?

_____6. Is corporal punishment suitable in Catholic schools?

_____7. How can teachers with poor contol over their classrooms be aided?

_____8. How can a principal ensure the enforcement of school rules by all teachers?

7. THE PRINCIPAL AS FINANCIAL LEADER

In all schools the principal has specific financial responsibility, although the scope may differ according to the extent to which others share that responsibility, i.e., board, pastor, parish finance committee. The listing below indicates a rather complete listing of the financial duties of the head of a Catholic school; the principal must at least be aware that these are to be done by others if not by him/herself. It is evident that there be a wise use of financial resources and an accurate, clear accounting for them.

I. Administrative Actions to Take	Season
*_____1. Initiate the budget-planning process	Winter
*_____2. See that tuition, salary, and other budget decisions are made	Winter
*_____3. Provide regular financial reports to board	
*_____4. Ensure careful financial record-keeping	
*_____5. Ensure prompt tuition collections	
*_____6. Ensure prompt payment of outstanding bills	
_____7. Arrange for investment of surplus school funds on a short-term or long-term basis	
_____8. Organize fund-raising program	Spring
_____9. Provide for budget revision	Spring, Fall
*____10. Control the budget	
____11. Give annual financial report to parents	Spring (or) Fall
____12. Provide scholarship funds to aid needy students	
____13. Involve staff in budget-planning	Winter
____14. Publicize scholarship opportunities	Spring

		Season
____15.	Develop a long-range financial plan	
II.	Board Policies and Decisions	
*_____1.	Approve tuition, salaries, benefits, and budget	Spring
_____2.	Approve collection policy of overdue tuition	
_____3.	Approve fund-raising program	Spring
*_____4.	Approve final financial statement for previous year	Fall
*_____5.	Work with principal (through finance committee) in development of budget	Winter, Spring

III. Faculty Handbook

*_____1. Salary schedule, benefits, pay periods, deductions

*_____2. Purchase authorization and purchase procedures

_____3. Summary of school budget and financial report

_____4. Staff involvement in budget-planning process

_____5. Tuition policy for children of faculty and staff

*_____6. Policy on classroom collections and sale of materials to children

*_____7. Process for approving the imposition of additional financial requirements on students by individual teachers, e.g., requiring the purchase of special materials, additional books

IV. Parent/Student Handbook

*____1. Tuition and fee schedule and payment plans

____2. School financial report

____3. Scholarship opportunities

____4. School fund-raising program

V. Resources

____1. NCEA Data Bank. Catholic Elementary Schools and Their Finances 1980. Washington, D.C.: National Catholic Educational Association, 1980. Issued annually or bi-annually

____2. NCEA Data Bank. Catholic Secondary Schools and Their Finances 1980. Washington, D.C.: National Catholic Educational Association, 1980. Issued annually or bi-annually

____3. Harrington, Rev. Emmet, and Glenzinski, Mary. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

____4. National Conference on Catholic School Finance. (Proceedings of the 1974, 1975, and 1977 conferences) Washington, D.C.: National Catholic Educational Association

____5. Accounting Manual for Catholic Elementary and Secondary Schools. Washington, D.C.: National Catholic Educational Association, 1969

____6. Moroni, Bro. J. Alfred, FSC. An Accounting Manual for Elementary and Secondary Schools. Washington, D.C.: National Catholic Educational Association, 1969

____7. Catholic School Management Newsletter. 24 Cornfield Lane, Madison, Connecticut 06443

____8. Accounting for Independent Schools. Boston, MA: National Association of Independent Schools, 1969

VI. Issues

_____1. How much tuition can Catholic parents afford to pay?

_____2. What is the ideal "mix" of parish subsidy and student tuition?

_____3. What are effective and appropriate fund-raising projects for Catholic schools?

_____4. Should Catholic schools have development directors?

_____5. Should Catholic schools be completely self-supporting (no parish or diocesan subsidy)?

_____6. How can and should inner city Catholic schools be financed?

_____7. What is a "just wage" for Catholic school teachers?

_____8. What will be the effect of continuing high inflation on the future of Catholic schools?

_____9. How are priorities established when budget cuts are to be made?

____10. How should parish funds for education be divided between the school and the non-school programs?

____11. What is the best working relationship between the principal and the board's finance committee? Between the board and the parish finance committee and/or parish council in budgetary matters?

8. THE PRINCIPAL AND THE SCHOOL PHILOSOPHY

Each school should have a written statement of its philosophy, including the beliefs, values, goals, and objectives that inspire its educational programs. The statement should express the identity of the religious school and the views of the staff and parents regarding the means which help human and religious growth, the nature of learning, the setting for learning, and citizenship in our nation.

	Season
I. Administrative Actions to Take	
*____1. Adopt a process for formulating (or updating) the school philosophy	Spring
*____2. Use the philosophy when hiring, orienting, and evaluating staff	
*____3. Publish the philosophy to the pastor, staff, board, parents, parish, and students	Fall
____4. Review the philosophy yearly with the faculty	Fall
II. Board Policies and Actions	
*____1. Require a philosophy statement	
*____2. Approve the philosophy statement	
____3. Review the philosophy statement annually	Fall
III. Faculty Handbook	
*____1. Statement of philosophy	
____2. Expectations regarding the philosophy	

IV. Parent/Student Handbook

*____1. Brief, simple version of philosophy statement

V. Helpful Resources

The following publications will be of help in the process of formulatling a school philosophy statement.

For assistance in determining the content, it is recommended that the major contemporary documents on Catholic education be consulted: To Teach As Jesus Did, The Catholic School, Sharing the Light of Faith.

*____1. Harrington, Rev. Emmet, and Glenzinski, Mary. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

____2. Giving Form to the Vision. Washington, D.C.: National Catholic Educational Association, 1974. Available in four sections: Adult, Elementary, Secondary, Policy-Making

VI. Issues

____1. Does a philosophy statement make a difference? Can it?

____2. How much consensus is needed among a staff regarding the philosophy statement?

____3. Should a philosophy statement include goals, objectives, and programs?

____4. How much should parents, board, and/or students be involved in the process of forming (or revising) a philosophy statement?

____5. How can the philosophy statement be helpful when hiring new teachers?

9. THE PRINCIPAL AND BOARDS OF EDUCATION

It has been said that one of the prime duties of a Catholic school principal today is the "care and feeding" of the board of education. Because boards are rather new in the operation of Catholic schools, this responsibility is not always recognized. Yet it is increasingly true that the leadership of Catholic education must be shared with parents and the broader community through the medium of boards of education. Such would be an authentic living out of the teachings of Vatican II regarding collegiality and shared decision-making.

The respective roles of principal and board members are often not clearly defined, and there must be continuing effort to spell out the areas proper to each. In this regard, it may be helpful to note that the principal is the <u>leader</u> of the board (initiator of educational policy); the <u>teacher</u> of the board (guides board development and furnishes necessary information); the <u>motivator</u> of the board (inspires and challenges board members to growth in a sense of the mission of Catholic education); and - where the board has final policy decisions - the <u>employee</u> of the board.

I. <u>Administrative Actions to Take</u>	<u>Season</u>
*____1. Begin a board if one is lacking	
____2. Provide in-service for the board	
*____3. Present policy matters for action by the board	
*____4. Provide regular information on school matters to the board	
*____5. Assist in agenda preparation for board meetings	
*____6. Present regular financial statements to the board	

		Season
*_____7.	Assist in the preparation of the annual board calendar	Summer
_____8.	Provide for orientation of new board members	Summer
*_____9.	Recommend school personnel for hiring	Spring
II. Board Policies and Decisions		
_____1.	Review constitution and policies annually	Fall
_____2.	Adopt regular program of board in-service	Fall
_____3.	Consider membership in the National Association of Boards of Education (NABE) - NCEA	Fall
*_____4.	Hire and evaluate the principal	Winter
*_____5.	Clarify relationship to parish council, to parent association, to pastor, to diocesan education office, and to diocesan board of education	
_____6.	Conduct annual evaluation of itself	Spring
III. Faculty Handbook		
*_____1.	Nature, authority, and membership of board	
*_____2.	Relationship of faculty to the board (teacher observer)	
*_____3.	Board policies which affect the faculty	
*_____4.	Grievance procedure for appeal to the board	
IV. Parent/Student Handbook		
*_____1.	Nature, authority, and membership of the board	
*_____2.	Procedure for parent communication with the board	

*_____3. Election procedures

*_____4. Date, time, location of board meetings

*_____5. Distinctive roles of pastor, principal, council, board, and parents association

V. Resources

_____1. Achieving Shared Reponsibility in the American Church. Washington, D.C.: National Catholic Educational Association, 1977

_____2. An In-Service Program for Catholic Education Boards. Audiotapes and videotapes, narrated by Sr. Mary Benet McKinney, OSB. Washington, D.C.: National Association of Boards of Education (NCEA)

_____3. Board Manual for Catholic Schools and Religious Education Programs. Spokane, Washington: Office of Education and Religious Education

_____4. Giving Form to the Vision: Education Policy-Making. Washington, D.C.: National Catholic Educational Association. Available in four sections: Adult, Elementary, Secondary, Policy-Making

_____5. Glenzinski, Mary, and Harrington, Rev. Emmet. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

_____6. Harper, Mary Angela. Ascent to Excellence in Catholic Education: A Guide to Effective Decision-Making. Washington, D.C.: National Association of Boards of Education, 1980

_____7. Harper, Mary Angela. Putting It All Together. Washington, D.C.: National Association of Boards of Education, 1979

_____8. Let Peace and Justice Prevail. Washington, D.C.: National Catholic Educational Association, 1980

_____9. McKinney, Sr. Mary Benet, OSB. Shared Decision-Making Revisited. Chicago: Archdiocese of Chicago School Office, 1977

____10. Murdick, Olin, and Meyers, John F. Boards of Education: A Primer. Washington, D.C.: National Association of Boards of Education (NCEA)

____11. O'Brien, Rev. J. Stephen, ed. The Parish: What Makes It Work? Huntington, IN: Our Sunday Visitor and Washington, D.C., National Catholic Educational Association, 1980

____12. Policy-Maker. Newsletter published by the National Association of Boards of Education, One Dupont Circle, Suite 350, Washington, D.C. 20036

VI. Issues

_____1. How can the distinction between policy and administration be clearly understood?

_____2. How can a board attract quality members?

_____3. How can factions within a board be avoided?

_____4. How can a trusting, open relationship between board and principal be built?

_____5. How can a board have effective meetings?

_____6. What is the pastor's relationship with the board?

_____7. Should boards be appointed or elected?

_____8. How can a sense of Christian community be developed in a board?

_____9. How can a good relationship between the board and the parish council, and with the parent association, be best developed?

____10. How can a board develop a sense of mission regarding Catholic education?

10. THE PRINCIPAL AND PARENTS

It is an accepted fact in both Church teaching and American law that parents are the "primary educators" of their children, and that the school and other educational agencies exist to assist them in their task. For this reason, it is important that principals of Catholic schools have a clear idea of the extent to which parents are to be involved in the operation of the school, through communication, consultation, activities, and decision-making. The more this collaboration takes place, the more both family and school will develop a helping relationship characterized by mutual support and invitations to each other to grow.

I. Administrative Actions to Take	Season
*_____1. Encourage the organization and maintenance of a parent association	
*_____2. Plan regular parent communication procedures (newsletters, letters, open house, parent-teacher conferences)	Spring
_____3. Organize a volunteer program to invite parent assistance and involvement in the school	
_____4. Produce a Parent Handbook with the assistance of parents	Fall
_____5. Publicly recognize parent volunteers on a regular basis	Spring
II. Board Policies and Decisions	
*_____1. Provide for on-going communication and liaison with parent association	
*_____2. Provide for representation from parent association officers at board meetings	

III. Faculty Handbook

_____1. Policy regarding the role of parents in this school educational program

*_____2. Parent-teacher conferences schedule and procedures

*_____3. Policy on handling parent complaints

*_____4. Nature, role, and schedule of parent association: teacher involvement and expectations

_____5. Teacher involvement with parent volunteers: duties, limitations

IV. Parent/Student Handbook

*_____1. Nature, organization, schedule of parent association

*_____2. Schedule of parent-teacher conferences and report cards

_____3. Description of parent volunteer program

V. Resources

_____1. Diocesan office

_____2. Local parent association

_____3. National Forum for Catholic Parent Organizations (Suite 350, One Dupont Circle, Washington, D.C. 20036)

_____4. Catholic Parent Organizations Program Guidebook and Catholic Parent Organizations Handbook. Washington, D.C.: National Catholic Educational Association, 1976

VI. Issues

_____1. How can parents be genuinely involved in the education of their children without infringing upon the proper perogatives of professional educators?

_____2. What are effective programs for parent associations?

_____3. To what extent should Catholic schools try to serve the needs of families as such, over and beyond the education of their children?

_____4. How can volunteers be utilized for maximum benefit to school and faculty, avoiding interference by them in the internal affairs of the school while providing for suggestions and insights from them?

11. THE PRINCIPAL AND CHURCH AUTHORITIES

The Catholic school principal is a "minister" of the Church. He/she serves as one of the most important leaders of the Church's enterprise and must work in cordial collaboration with hierarchical Church leaders and with leaders of other ministries. The nature of relationships may differ according to the type of school served, e.g., parish, diocesan, regional, or private.

I. Administrative Actions to Take	Season
*_____1. Clarify the job description of the principal as a member of the staff	Fall
*_____2. Clarify the policies for use of school facilities by other parish groups	Summer
_____3. Determine the involvement of the principal in other parish activities	
_____4. Schedule the involvement of the parish clergy in the activities of the school	Fall
*_____5. Set up regular patterns of communication with pastor(s) and other church authorities	
_____6. Include parish and diocesan events in the yearly school calendar	Summer
II. Board Policies	
*_____1. Use of school facilities by parish and non-parish groups	Summer
_____2. Relationship to appropriate parish and diocesan authorities	
III. Faculty Handbook	
*_____1. Relationship to the parish, the diocese, the Church	

_____2. Faculty responsibilities to the local parish(es)

_____3. Use of school facilities by other parish groups

IV. Parent/Student Handbook

*_____1. Relationship of the school to the parish, the diocese, the Church

_____2. Participation of students in parish activities

V. Helpful Resources

_____1. Directory/Department of Chief Administrators of Catholic Education (CACE). Washington, D.C.: National Catholic Educational Association, published yearly

_____2. Harrington, Rev. Emmet, and Glenzinski, Mary. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

_____3. O'Brien, Rev. J. Stephen, ed. The Parish: What Makes It Work? Huntington, IN: Our Sunday Visitor and Washington, D.C., National Catholic Educational Association, 1980

_____4. Sharing the Light of Faith: National Catechetical Directory. Washington, D.C.: United States Catholic Conference, 1979

VI. Issues

_____1. To what extent should a principal be involved in parish activities?

_____2. How can the parish clergy be best involved in the school?

_____3. How can the principal minimize the problems which often arise when school facilities are used for other parish activities?

_____4. How can significant parish and diocesan events be included in the school program?

_____5. How can tension between the school and non-school personnel in the parish be eliminated?

_____6. To what extent is the concept of "total Catholic education" in a parish feasible?

_____7. How can Catholic high schools maintain good relations with the parishes which supply them with students?

12. THE PRINCIPAL AND RELIGIOUS ORDERS

Most Catholic schools include members of religious orders among their staff and/or in administrative positions. The continuing value of religious teachers, as well as the unique contributions they make to Catholic schools, should be recognized by the principal, whether he/she be religious or lay. There should be an awareness of the responsibility of the principal regarding the members of religious orders who serve on the staff of the school.

I. Administrative Actions to Take	Season
*____1. Clarify contractual agreements and/or placement policies	Spring
____2. Communicate with community leaders regularly, visit headquarters	
____3. Invite community leaders/supervisors to visit the school	
____4. Plan recruiting efforts	Winter
____5. Publicly recognize the contribution (past and present) of the religious community(ies) to the school	
II. Board Policies	
*____1. Clarify contractual arrangements with the community or with individual religious	Spring
*____2. Approve job conditions for religious personnel (salary, benefits, housing, auto, insurance, etc.)	Spring
III. Faculty Handbook	
____1. Recognize the history and traditions of the religious community(ies) serving in the school	

IV. Parent/Student Handbook

_____1. Describe the history and tradition of the religious community

V. Helpful Resources

_____1. Religious community newsletter and publications

_____2. Planning for Catholic Education. NCEA Papers, Series II, No. 2. Washington, D.C.: National Catholic Educational Association

_____3. Retirement Programs for Religious in the U.S. Washington, D.C.: National Catholic Educational Association, 1977

VI. Issues

_____1. To what degree can we plan on religious personnel in Catholic schools in the future?

_____2. What are the distinctive contributions made by religious to Catholic schools?

_____3. What is the special challenge facing a lay principal of a school where there are religious on the staff?

_____4. Should religious receive salaries equivalent to those of lay teachers?

_____5. How can a Catholic school play a significant role in fostering religious vocations?

13. THE PRINCIPAL AND THE LAW

Although the legal requirements binding Catholic schools differ from state to state, all schools are subject to state law in some way, as well as to federal regulations affecting all American schools. It is up to the school principal to keep him/herself informed on current school law as it affects local Catholic schools, and to be the prime source of information for faculty and board members. For specific matters, it is recommended that a principal consult appropriate officials in the diocesan education office, the state Catholic conference, private school administrator associations, as well as local lawyers who are knowledgeable about legal matters affecting private schools. It is also incumbent upon Catholic school administrators to be a model of respect for existing law, and active in efforts to remove legal requirements which are unncecessary or unreasonable.

I. Administrative Actions to Take	Season
*____1. Know and carry out federal, state, and local laws which apply to Catholic schools	
____2. Review pertinent laws with faculty at the beginning of school year	Fall
____3. Be aware of the laws and regulations applicable to local public schools	
*____4. Keep accurate records as required by law	
*____5. Keep the board informed of applicable legal requirements	

II. Board Policies and Decisions — Season

*_____1. Have non-discrimination policy renewed yearly — Fall

*_____2. Secure knowledgeable legal advisor

*_____3. Fulfill other local legal requirements applicable to boards

III. Faculty Handbook

*_____1. Summary of legal requirements applicable to faculty

_____2. Philosophy statement regarding the teacher as citizen role-model for the students

IV. Parent/Student Handbook

*_____1. Lisiting of applicable laws regarding student conduct, student rights, student records, medications, absences, drug, tobacco, and alcohol, etc.

*_____2. Access to and privacy of student records

V. Helpful Resources

_____1. Diocesan offices

_____2. State Catholic conferences

_____3. Bulletins and publications of: National Catholic Educational Association, Council for American Private Education, local and state associations of private school administrators; United States Catholic Conference, Representative for Federal Assistance, 1312 Massachusetts Avenue, NW, Washington, DC 20005

_____4. Publications on school law intended for public school use may be helpful, but must be used with care because of the important differences in legal requirements on public and private schools

_____5. Legal Educational Services Report. Washington, D.C.: National Catholic Educational Association, Secondary Deparment, issued 6 times a year

_____6. Manno, Bruno V. How to Service Students with Federal Education Program Benefits. Washington, D.C.: National Catholic Educational Association, 1980

_____7. Permuth, Steve, Mawdsley, Ralph, and Daly, Joseph. School Law, Students, and Catholic Education. Washington, D.C.: National Catholic Educational Association, 1981

_____8. Private School Law Digest. Dayton, OH: University of Dayton, issued 6 times a year

VI. Issues

_____1. What laws definitely apply to private schools? Which ones do not? Which are ambiguous? How is a Catholic school principal to act in the case where application to the Catholic school is unclear?

_____2. How can liability suits be avoided in our present "sue-crazed" society?

_____3. How do we observe copyright laws with fairness to authors and publishers?

_____4. How are faculty and student rights protected and the common welfare of the school served at the same time?

_____5. What are effective grievance procedures for faculty, parents, and students?

_____6. What are censorship rights of a school principal with regard to school publications?

14. THE PRINCIPAL AND GOVERNMENT AID TO NONPUBLIC STUDENTS

The principal of a private school has the responsiblity for knowing and administering the programs of aid available to nonpublic students from government sources. The principal is also an important leader for informing and motivating parents in the campaign for such programs.

I. Administrative Actions to Take	Season
*_____1. Knows all current programs which are available	
*_____2. Fulfills requirements (records, reports, etc.)	
*_____3. Maintains contact with diocesan and local public school coordinators of nonpublic aid programs	
_____4. Reviews programs for the coming year	Spring
_____5. Sets procedure for resolving questions and problems regarding aid	Summer
_____6. Is an active member of Citizens for Educational Freedom and/or other parent advocacy groups	
_____7. Informs parents of current efforts to expand (or deny) aid to nonpublic students	
II. Board Policies and Actions	
*_____1. Approves the extent of the school's participation in aid programs	
_____2. Supports efforts to expand aid	
III. Faculty Handbook	
*_____1. Teacher responsibilibites regarding government aid programs.	

_____2. Encouragement to participate in advocacy efforts (CEF)

IV. Parent/Student Handbook

_____1. Summary of government aid programs available in the schools

_____2. Encouragement to be involved in advocacy groups (CEF)

V. Helpful Resources

_____1. Blum, Rev. Virgil, S.J. Catholic Parents: Political Eunchs. St. Cloud, MN: Media Materials, 1972

_____2. Manno, Bruno V. How to Service Students with Federal Education Program Benefits. Washington, D.C.: National Catholic Educational Association, 1980

_____3. Private Schools: Fact and Future. Washington, D.C.: Council for American Private Education, 1976

_____4. Tavel, David. Church-State Issues in Education. Bloomington, IN: Phi Delta Kappa, 1979

_____5. also, consult the following:
Citizens for Educational Freedom, Washington Building, Suite 854, 15th & New York Avenue, NW, Washington, DC 20005
Council for American Private Education (CAPE), 1625 Eye St., NW, Washington, DC 20006
Diocesan Education Office
State Catholic Conferences

VI. Issues

_____1. At what point are the benefits of an aid program outweighed by the time, work, and controls it brings?

_____2. Do private schools surrender their independence by accepting aid for their students?

_____3. Can a principal delegate the responsibility for administering government programs?

15. THE PRINCIPAL AND PUBLIC RELATIONS

Catholic schools have shifted from a "seller's market", where applications outnumbered available spaces, to the present "buyer's market", when declining births and greater parent selectivity have forced Catholic school principals into the realm of "marketing" their institutions so as to continue to attract students. The need for a definite informational and promotional program has become clear. Such activities are also necessary to attract the financial resources needed for the operation of Catholic schools.

I. Administrative Actions to Take		Season
*____1.	Plan external communication tools: newsletter, brochure, parish bulletin inserts, handbooks	Spring and Summer
____2.	Plan annual public relations program	Summer
*____3.	Plan recruiting program	Fall
____4.	Make contact with local media personnel and maintain communication with them	
____5.	Plan American Education Week and Catholic School Week observances	Fall and Winter
____6.	Place school registration information with local realtors	
____7.	Appoint Public Relations Coordinator	
II. Board Policies and Decisions		
____1.	Assist as appropriate in school public relations program	
*____2.	Approve policy for recruitment and admission of children of non-parishioners and of non-Catholic children	Fall

III. Faculty Handbook

_____1. Summary of faculty involvement in public relations program

_____2. Faculty assistance in recruiting program

*_____3. List of public relations and recuriting events planned for the year

_____4. Encouragement to suggest publicity items to school public relations coordinator

IV. Parent/Student Handbook

_____1. Appeal to assist in school recruiting program

*_____2. Name of radio station which will carry school-closing announcements and other emergency information

V. Resources

_____1. Glenzinski, Mary, and Harrington, Rev. Emmit. The Principal's Toolbox. Washington, D.C.: National Catholic Educational Association, 1975

_____2. Hillman, Sheilah. Public Relations for Private Schools. San Francisco: Institute for Catholic Educational Leadership, University of San Francisco School of Education, 1976

_____3. Byrne, Robert, and Powell, Edward. Strengthening School and Community Relations. Reston, Virginia: National Association of Secondary School Principals, 1976

_____4. Catholic School Week kits, available from NCEA. (These are published each year with emphasis upon the theme of the year; however, much of the material is helpful for a continuing public relations program for Catholic schools.)

_____5. National School Public Relations Association publications (1801 North Moore Street, Washington, D.C. 22209)

VI. Issues

_____1. To what extent do principles of commercial marketing apply to public relations and recruiting for Catholic schools?

_____2. How can effective public relations rectify false expectations which the public may have of Catholic schools?

_____3. What is the best way to find out what the public thinks of your school?

_____4. How should a principal respond to negative publicity for his/her school?

_____5. Is it possible to have too much public relations?

_____6. What percent of the principal's time should be spent on public relations?

_____7. How can parents and students be involved in recruiting?

_____8. Should Catholic schools compete with each other for students?

_____9. How can recruiting be effective without reflecting unfavorably upon "competing" Catholic and public schools?

16. THE PRINCIPAL AND EVALUATION

Education is often said to be a process which can be carried on as it has been in the past, with no real regard for the results achieved. For this reason, school administrators are unfavorably compared with business people; the latter are always concerned with the "bottom line" and are able to see very tangible results of their efforts in terms of profit or loss. However, education deals with the intangible, and results cannot be described with the accuracy of monetary loss and gain; nevertheless, it belongs to the integrity of school administrators that they use all the means possible to measure what they are doing and how they are doing it - for the maximum benefit of the pupils they serve, as well as to be accountable to the public whose resources they are using for the operation of Catholic schools. The limited funds available to Catholic school leaders make this accountability all the more necessary.

It is important that evaluation deals with (1) students, (2) faculty, (3) the administrator him/herself, and (4) the school in general as an organization. This evaluation must deal both with <u>process</u> (how things are done) and with <u>product</u> (what is the result).

I. <u>Administrative Actions to Take</u>	<u>Season</u>
*____1. Select tools to evaluate:	Spring and Summer
_____ a. students	
_____ b. teachers	
_____ c. principal	
_____ d. school	
_____ e. board	

		Season
*_____2.	Select means of reporting evaluation when completed	
*_____3.	Decide on follow-up indicated as a result of the various evaluations	
_____4.	Publicize testing results with discretion	
*_____5.	Initiate or continue accredition of the school if desirable	
*_____6.	Work out a schedule for the various evaluation activities	Spring and Summer
*_____7.	Involve staff and board in the evaluation process as may be appropriate	
_____8.	Inform board of evaluation results of students, teachers, school	
II.	Board Policies and Decisions	
*_____1.	Decide on principal evaluation process	Winter
_____2.	Decide on application for accreditation	
*_____3.	Approve policy on promotion and graduation	Spring
III.	Faculty Handbook	
*_____1.	Teacher evaluation process	
*_____2.	Student testing and reporting procedures	
_____3.	School evaluation process	
_____4.	Accreditiation requirements	
IV.	Parent/Student Handbook	
*_____1.	Nature of school's accreditation	

*_____2. Student testing program

*_____3. Schedule of parent-teacher conferences and report cards

*_____4. Requirements for promotion and graduation

V. Resources

_____1. Publications of the National Catholic Educational Association:

The Qualities and Competencies of the Religion Teacher
Criteria for the Evaluation of Religious Education Programs
The Religious Education Outcomes Inventory
Religious Education Knowledge, Attitudes, and Practice
The Principal's Toolbox
Guidelines for Selected Personnel Practices in Catholic Schools (I)
Giving Form to the Vision (available in four sections: Adult, Elementary, Secondary, Policy-Making)
Evaluation of Religious Formation Programs

_____2. Publications of the regional accrediting associations, of the Independent Schools Association of the Central States, and of the Jesuit Secondary Education Association

_____3. Evaluation plans published by diocesan offices

_____4. Elford, George. The Catholic School in Theory and Practice. Washington, D.C.: National Catholic Educational Association, 1973

VI. Issues

_____1. To what degree is it possible to evaluate the results of education?

_____2. What are the uses and abuses of standardized tests?

_____3. What is the principal's responsibility regarding evaluation of teachers?

_____4. What information from student and teacher evaluation should be released to the board, to parents, to faculty, to the public?

_____5. How should administrators be evaluated?

_____6. Should nonprofessionals (i.e., the board) evaluate the principal? How?